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ABSTRACT

The report presents a series of guidelines for the evaluation of demonstration projects funded by the Bureau of Education for the Handicapped under the Handicapped Children's Early Education Program (HCEEP). Focus is on four program areas: services for children, services for parents, staff development, and demonstration/dissemination. A description and discussion of those types of information that can be used by an HCEEP project to describe its design, activities, and accomplishments in the four areas is provided. The most common types of information which an HCEEP project might need in its evaluation (for example, preparation of reports and proposals, preparation of materials and products for demonstration/dissemination) are included. A framework for types of information which will be useful to porjects in planning their various information gathering efforts is also provided, along with examples of data gathering formats which can serve as prototypes for the modification or development of data gathering procedures for individual projects. (Author/DLS)

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PLANNING FOR EVALUATION

A RESOURCE BOOK FOR PROGRAMS FOR PRESCHOOL HANDICAPPED CHILDREN: DOCUMENTATION

Edited by
Tanya M. Suarez and Patricia Vandiviere

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THE TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM
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BEH Project Officer, Dr. Dave Rostetter

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FOREWORD

The Technical Assistance Development System (TADS) of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill provides technical assistance to demonstration projects funded by the Bureau of Education for the Handicapped under the Handicapped Children's Early Education Program (HCEEP). The purpose of these HCEEP demonstration projects is to develop model programs for stimulating more and better services for young handicapped children and their families across the country. In its capacity as a support system to these projects, TADS has provided assistance in a variety of program areas. Program evaluation is an area in which there has been a continuously large number of requests for assistance.

As TADS gained experience in providing this type of assistance, it became clear that a systematic planning guide for the evaluation of HCEEP projects would be useful to project personnel and the consultants providing assistance to projects. In 1976, TADS convened a group of consultants to discuss issues related to these areas. From this conference, the TADS Evaluation Manual - Field Test Edition was developed. The purpose of the manual was to identify considerations for evaluation in four major HCEEP project areas: (a) services for children; (b) services for parents; (c) staff development; and (d) demonstration/dissemination. Experience in using the Manual showed it to be a valuable resource for focusing on what kinds of information a project should gather.

In the last couple of years, project personnel and consultants have become even more sophisticated in their abilities and procedures for evaluating their programs. They have gone beyond the Phi Delta Kappa Study Commission's defini-

tion of evaluation as "providing information for decision making" (Stufflebeam, et al., 1971) to "a process of determining the worth or value of a program for use in decision making and accounting to funding/governing agencies and the public" (Stufflebeam, 1975). At the same time, they have become aware of the critical importance of gathering information to document or describe the programs that they are developing.

Given the increased sophistication evident in the field, it was determined that a refinement and expansion of the original Manual was needed. It was further determined that one of the first steps in planning an evaluation was to determine the kinds of information which were most useful in describing the project's design, activities, and accomplishments. For these reasons, it was decided to focus first on identifying those areas on which a project might most need and want to have information.

In this book we have attempted to identify those types of information which HCEEP demonstration projects most often need and want to gather. We have labeled them "documentation guidelines" and have presented them with supporting discussion and examples in the four program areas of: (a) services for children; (b) services for parents; (c) staff development; and (d) demonstration/dissemination. In so doing, we have attempted:

1. To provide a description and discussion of those types of information that can be used by an HCEEP project to describe its design, activities, and accomplishments in the areas of services for children, services for parents, staff development, and demonstration/dissemination.

2. To include the most common types of information which an HCEEP project might need, for example, in its evaluation, preparation of reports and proposals, preparation of materials and products for demonstration/dissemination, etc.

3. To provide a framework for types of information which will be useful to projects in planning their various information-gathering efforts.

4. To provide examples of data-gathering formats which can serve as prototypes for the modification or development of data-gathering procedures for individual projects.

In using this book and the guidelines the reader should be reminded that they were developed by project personnel, consultants to HCEEP projects, and the TADS staff. They represent a particular conceptual framework for information that is important for a project to consider and do not represent an "official" or "required" set of information that has been approved by any given agency.

We hope that this will be a useful guide for project personnel and consultants and that it will help increase the quality and usefulness of information gathered by projects.

Tanya Suarez

Pat Vandiviere

Summer, 1978

Chapel Hill, N.C.

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This book is a compilation of the thinking and writing of many persons who have been interested in the HCEEP Demonstration Program over the past several years. In the preparation of this book, the editors are particularly indebted to the contributions contained in the following:

(a) "Development and Evaluation of Early Childhood Educational Programs for Handicapped Children" (undated) by Andy Hayes;

(b) the TADS Evaluation Manual: Field Test Edition (1976) edited by Bill Swan and Mike Guralnick with contributions from Bill Swan, Mike Guralnick, Rune Simeonsson, Bud Fredericks, Dick Boyd, Glenn Casto, Tal Black, Bobby Kamil, David Lillie and Reid Zehrbach;

(c) the HCEEP Demonstration Project Profile (1978) developed by the staffs of the two Technical Assistance Centers (TADS and WESTAR) for the HCEEP Demonstration Projects;

(d) "Guidelines for Record Keeping" (1978) developed by Dave Rostetter and Sonya Johnston; and

(e) the writings of the many HCEEP project personnel who have been the primary developers of methods for the documentation of these programs.

For their assistance in the preparation of this document, we would especially like to thank Pat Trohanis, Tal Black, Bev Osteen, Elouise Jackson, and Dave Lillie for their thoughtful reviews; Kenn Goin for his detailed editing; Zena Harvley-Felder for coordinating typing;

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CHAPTER 1
OVERVIEW TO DOCUMENTATION FOR HCEEP DEMONSTRATION PROJECTS

Documentation, as described in this book, refers to the process of recording the design, activities, and accomplishments of a program. Documentation forms the foundation of a project's evaluation in that it provides both the description of the program and many of the results. It also substantiates the contents of progress reports and continuation proposals. Finally, documentation provides the substance for products, demonstration, and information materials which include brochures, speeches, workshops, and the like.

While many facets of a demonstration program may be documented, this book's focus is on the four most common HCEEP project components: Services for Children, Services for Parents, Staff Development, and Demonstration/Dissemination. A series of guidelines for the documentation of each of these components is provided in the following chapters.

Types of Information

There are four types of information which are most often useful in describing a project component: (a) rationale; (b) description; (c) reaction; and (d) change (see Figure 1).[1] Documentation of rationale

[1]These categories represent refinements of the types of information which were described in the TADS Evaluation Manual as: (a) documentation; (b) satisfaction; and (c) progress. Information for describing a project's rationale was included because it is important in the development of a model demonstration project. The names given the other types of information were changed from the Manual so that they would more comprehensively reflect the many types of information that a project might need or want to gather.

FIGURE 1

MAJOR TYPES OF INFORMATION NEEDED FOR THE DOCUMENTATION OF HCEEP PROJECTS

Program Component	Type of Information			
	Rationale	Description	Reaction	Change
Child Component	X	X	X	X
Parent Component	X	X	X	*
Staff Development Component	X	X	X	*
Demonstration/Dissemination Component	*	X	*	*

X -- Recommended for all projects
* -- Should be documented if contained in the specific goals or objectives of the project

provides the framework needed to explain the selection of strategies that have been used to meet particular goals. For example, in its rationale, a project may describe the need for the staff to have the skills to communicate in a variety of ways with severely or profoundly deaf children. This rationale forms the basis for staff development activities designed to teach forms of communication in which the staff lacks proficiency.

Documentation involving description provides information on services provided and their outcomes. Examples of this type of information include a listing of the steps taken to involve parents as volunteers in a project, a description of the way in which parents participated in the project, and a description of the effects of their participation on the project and on themselves.

Documentation of reaction involves recording people's perceptions of the quality and quantity of activities and provides a general indication of satisfaction. A project may, for example, be interested in the parents' reactions to the program in which their children are participating. This may involve gathering information related to the parent's perception of change in the child's general behavior, in his/her ability to do certain things, the schedule for participation in the program, etc.

Documentation of change involves providing information related to changes that have occurred in people and/or activities after participation in the project. Documenting changes in a child's motor abilities would be an example of this type of information.

A given project may not need all four kinds of information for all four components (Figure 1). For example, while all four types of information are recommended for documentation of the Child Component, only "description" is recommended for Demonstration/Dissemination. Some programs, depending on their specific goals, may wish or need to provide additional types of information. Specific examples of these special cases are given in the guidelines which are presented in the following chapters.

Selecting Specific Information for Documentation

Deciding on what to document depends upon such factors as: (a) the particular characteristics of the project; (b) the way in which the information will be used; and (c) the audiences that may be given the information.

Characteristics of projects, which may influence the kinds of information they gather, include the philosophical approach upon which the program is designed, the goals and objectives of the project, and the specific activities which will be conducted. A careful review of the project plan should readily reveal those particularly important and unique aspects of the program that should be documented.

Information can be used in a variety of ways, including the preparation of required reports and proposals, the development of materials for dissemination, reviews of the program by the staff, or the project's evaluation. Specifying some of the major uses for information should provide

further assistance in selecting the types of information to gather for documentation.

Different projects will most certainly have different target audiences for their documentary information. Each target audience, in turn, may seek different types of information. Some targets, such as the project staff and BEH, focus on the types of information suggested in Figure 1 for all four project components, while others, such as parents, may focus on only one or two types of information concerning one or two components.

Figure 2 provides a sample of targets which are generally interested in information regarding project components. Because each project is unique in its design and goals for the future, each must identify those audiences which are most important to its own mission and success and then determine that information in which its audiences are most interested.[2]

Scheduling Documentation Activities

There are certain events during the operation of an HCEEP project, such as the preparation of continuation proposals, progress reports and annual reports, which provide useful guides for scheduling general information collection. Other times to consider are meeting dates of targeted audience groups, dates of presentations to local, state and national groups, and the project's own operational schedule. Scheduling specific information collection depends on the kind of information needed. Information on

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[2]Gunn (1975) and McCloskey (1967) are useful sources of information on how to determine which audiences to address and the information they may need or desire.

FIGURE 2

SAMPLE TARGET AUDIENCES FOR
INFORMATION DOCUMENTING THE DESIGN, ACTIVITIES, AND
ACCOMPLISHMENTS OF HCEEP PROJECTS

1. HCEEP Demonstration Project Staff
2. BEH Staff
3. Parents
4. Other Early Special Education Program Personnel: e.g., other HCEEP project staffs, staffs of other programs for preschool handicapped children, etc.
5. Potential Early Special Education Program Personnel: e.g., early childhood instructional supervisors, principals and teachers, pediatricians, nurses, physical and occupational therapists, special education specialists such as speech pathologists, etc.
6. Early Education/Special Education Professionals: e.g., early special education teachers, trainers of early special education specialists, researchers, etc.
7. Potential Sponsors of the Program: e.g., local administrative agency, other local agencies, BEH, other federal or state agencies, private foundations, etc.
8. Potential Adopters of the Program: e.g., local education agencies, human resource agencies, hospitals, community groups, etc.
9. Potential Advocates for the Program: e.g., parents, BEH staff, project policy board, existing advocacy groups, education organizations, education committees of larger organizations, etc.
10. Policy Makers: e.g., BEH staff, boards of education, community policy boards, state education or human resources personnel, legislators, etc.
11. General Public
12. Media Personnel: e.g., newspaper reporters, magazine writers, etc.

child progress may, for example, be collected daily and at six-month intervals. Information on parent involvement may be gathered as it occurs and summarized at scheduled reporting times.

It may happen that gathering the different types of information described in Figure 1 is completed at different times. For example, documentation of rationale is usually provided in the initial proposal with possible refinement in continuation proposals. It may also be determined by initial needs assessment type activities for such components as the parent and staff development. Descriptions of activities and accomplishments may, however, need to wait until the end of a given instructional sequence or year before complete information is available.

Relating Documentation to Evaluation Data Collection

In many instances the documentation of a project design, activities, and accomplishments provides the information needed for evaluation. A good evaluation report, for example, includes a description of the project with the rationale for selecting strategies and approaches and an accurate description of the project as it was implemented. These rationales and descriptions provide the necessary context in which evaluation results can be accurately interpreted. Documentation, as described in these guidelines, therefore, provides much of the contextual information needed for an evaluation.

It also may be the case that the specific questions addressed by the project evaluation have as their answer the information gathered for documentation. In these situations, collecting information on project

activities and accomplishments is the same for both documentation and evaluation of the project. The area in which this congruence is often evident is Child Progress. Information on this area is often requested by people and groups who inquire about a program (in which case it is documentary in nature), and it is also information which is used with other data in determining the effectiveness of the Services to Children component in a project evaluation (in which case it becomes evaluative).

Figure 3 provides a detailed list of potential purposes for evaluation, especially those evaluations conducted by HCEEP projects, and examples of the types of documentation information which might be used for each purpose. Clearly, different types of information are appropriate for different evaluation purposes. Descriptions of project activities when compared to what was intended allow the extent to which the program was implemented as planned to be evaluated. Different types of descriptions as well as other types of information not described here, e.g. information concerning relations among events, could be used to determine if unintended outcomes were beneficial.

Summary

It has been the purpose of this overview to provide a rationale and framework for gathering information and documenting project designs, activities, and accomplishments. In the following chapters, specific guidelines for each major HCEEP program component are offered. The guidelines have been chosen because of the usefulness of the information they provide.

FIGURE 3

EXAMPLES OF DOCUMENTATION INFORMATION APPROPRIATE FOR SPECIFIC PURPOSES OF EVALUATION

EVALUATION PURPOSE[1]	TYPE OF DOCUMENTATION INFORMATION THAT MIGHT BE USED
Formative	
I. To develop and/or improve the program	
a. To determine the validity of the program plan	a. Rationale, description
b. To determine if the program was implemented as planned	b. Description
c. To examine, test, or validate specific program components	c. Rationale, description reaction, change
d. To determine if projected outcomes were achieved	d. Description, reaction change
e. To determine if unintended outcomes were beneficial	e. Description
f. To determine the worth of the overall program	f. Rationale, description, reaction, change
Summative	
II. To demonstrate the program's worth	
a. To determine if the program was implemented as planned	a. Description
b. To determine if projected outcomes were achieved	b. Description, reaction, change
c. To determine if unintended outcomes were beneficial	c. Description
d. To determine the worth of the overall program	d. Rationale, description, reaction, change
e. To explain the relationships among the characteristics of the targets of the program, the intervention, and the outcomes	e. Description, reaction, change
f. To determine the cost effectiveness of the program	f. Description, reaction, change
g. To document the need for a new program or the expansion of the current program	g. Rationale, description, reaction, change

[1]Portions of this list were taken from G.H. Bracht, "Planning Educational Studies," in Evaluation of Educational Programs for Young Children, ed. R.M. Weinberg and S.G. Moore (Washington, D.C.: Child Development Association Consortium, 1975).

The formative/summative classification is drawn from M. Scriven, "The Methodology of Evaluation," in Curriculum Evaluation (No. 1 of the American Educational Research Association Series on Evaluation), ed. R.E. Stake (Chicago: Rand McNally, 1967).

They should provide answers to frequently asked questions as well as the kind of information which will allow project personnel to describe their efforts accurately and objectively.

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Figures

1. TADS, 1978.

2. Adapted from TADS Evaluation Manual - Field Test Edition, 1978.

3. a. Bracht, G.H. "Planning Evaluation Studies." In Evaluation of Educational Programs for Young Children, edited by R.M. Weinberg and S.G. Moore. Washington, D.C.: Child Development Associate Consortium, 1975.

   b. Scriven, M. "The Methodology of Evaluation." In Curriculum Evaluation, (No. 1 of the American Educational Research Association Series on Evaluation), edited by R.E. Stake. Chicago: Rand McNally, 1967.

CHAPTER 2
GUIDELINES FOR DOCUMENTING SERVICES FOR CHILDREN

An HCEEP demonstration project "is funded to develop, implement, and demonstrate a program model, composed of both administrative and curriculum-treatment components, as a means of providing high quality services to selected groups of handicapped preschool children, their parents, and teachers" (Swan, 1975, p. 7). This chapter of Planning for Evaluation provides guidelines for projects to use in documenting their services for children. Although the focus of the guidelines is on the documentation of services, reactions, and changes, the project can use them to assist in program planning and extend them to establish a record-keeping system for program evaluation.

The balance of this chapter will present recommended guidelines for documenting rationale, description, reaction, and change information from the Services for Children component.

Rationale

1. Document the rationale upon which the Services for Children program is based.

The TADS/WESTAR Program Planning Guide provides a comprehensive statement concerning the necessity of documenting the project rationale:

> Every project's approach to providing services to children is based upon certain assumptions. Those assumptions frequently center on the characteristics of the children to be served, what they need to learn, and how learning takes place. The assumptions may come from a single theoretical framework (e.g., Piaget) or may draw upon several theories. Developing a written statement of your project's assumptions will allow your staff to examine whether or not those assumptions are consistent with each other, whether they are accepted by all staff members, and whether your instructional strategies are compatible with those assumptions.

This written statement may include descriptions of how children learn and develop (according to the project rationale), a discussion of the conditions that enhance or foster learning, and the relationships among the various developmental domains.

Description

2. Document the criteria for selection of children.

The criteria for child selection are closely tied to the rationale or theoretical base of the project. Establishing and documenting the criteria in advance enables the project staff to be consistent when describing the project and when considering referrals for project services.

Minimum criteria for initial selection of children may include:

a. Age--within proposal guidelines

b. Type of handicap--evidence that there is a probability that the child is handicapped from observation, parent reports, or agency reports, within proposal guidelines

c. Screening results

The second level of criteria may be based upon data obtained from a developmental history, professional judgment, or such items as:

a. Functioning and performance level

b. Prognosis for change

c. Geographic location

d. Other project-specific considerations

3. Provide evidence that the children served by the project are handicapped.

The impetus for this particular guideline is found in the Federal Regulations, Part 3, Sec. 3.1, which stipulate: "Handicapped Children's Early Education Program funds may support only the (program) costs related to serving handicapped children." Figure 1 is a format for recording information that provides evidence that the children served are handicapped.

4. Describe the project children, including their ages and the type and severity of handicapping conditions.

Several sources of data are available to draw from in describing the project children. Among them are:

a. Anecdotal reports by parents or caretakers

b. Developmental history

c. Professional/clinical judgment

d. Observation

e. Diagnostic results

Forms such as the ones in Figures 1 and 2 can be useful.

5. Document the existence, implementation, and results of an individualized educational plan for each child in the program.

Since PL 94-142 requires the development of an individual educational plan (IEP) for each handicapped child, documentation should demonstrate how the individualized instructional system meets the requirements of PL 94-142. These requirements, as listed in the Federal Regulations, include:

FIGURE 1
FORMAT FOR DOCUMENTING HANDICAPS OF PROJECT CHILDREN

Eliot-Pearson Children's School
Roster of Special Needs Children
1976-77

Child*	Sex	D.C.B.	Handicapping Condition	Classroom Group	Direct service to child in addition to participation in regular classroom program	Direct service to parents	School Plans for 1977-78
A	M	5/16/69	mild retardation	Extended Day Kdg.	3 individual tutorial sessions per week	All parents participate in topic-oriented workshops and/or support groups for parents of special needs children; intermittent conferences with special needs resource teachers; regular conferences with classroom teacher; observation of child in school and home visits by staff as needed.	Integrated public school first grade
B	M	7/1/70	Cerebral Palsy (assymetrical spastic quadriparesis)	Extended Day Kdg.	3 individual tutorial sessions per week		Public school special class
C	F	1/7/70	moderate retardation; aphasia	Extended Day Kdg.	3 individual tutorial sessions per week		Private school special class
D	F	11/14/71	speech impaired	Kindergarten	2 hours per week in gross motor movement stimulation group		Integrated public school first grade
E	F	10/4/70	health impaired (congenital heart defect)	Kdg.	2 hours per week in gross motor movement stimulation group		Integrated public school first grade
F	F	10/16/71	crippled (orthopedic impairment)	Kdg.	3 individual tutorial sessions per week (physical therapy provided by outside agency)		Private school special class

*letter assigned to child to preserve confidentiality

FIGURE 2
FORMAT FOR DESCRIBING PROJECT CHILDREN

Eliot-Pearson Children's School
Summary of Tutorial Work, 1976-77

Child's Name _____ D.O.B. 5-18-72

Handicapping Condition Astrocytoma (Health Impaired) Class 5-Day

Objectives	Outcomes	Future Objectives	Comments
1. To develop a relationship with a peer by inviting another child to tutorial sessions.	1. Friendships have developed. He is working more cooperatively with peers with teacher's assistance.	To continue fostering appropriate social skills of sharing, taking turns. To develop social problem-solving skills without adult assistance.	Needs to know what is expected & in what order things are to come. He needs to feel he has had input in what activities are planned. His mild limit testing can be dealt with through the use of humor. His sense of humor is a great strength. His greatest growth this year was in social and emotional areas of development. He must have a great deal of guidance to develop in the cognitive areas.
2. To develop appropriate social skills, using games and inviting a child to tutorial sessions, using large pieces of paper for children to draw on, and cooking projects.	2. Tracing and cutting skills improved. Pincer grasp was strengthened but still tenuous.	To strengthen finger control.	
3. To strengthen fine motor and perceptual motor skills with small blocks, paper, colored blocks, markers, cooking projects.		To continue work in perceptual motor skills.	
4. To recognize and label the primary colors using markers, blocks, own clothing, classroom objects.	4. He knows the words red & green but is unable to associate them with actual things they represent.	To be able to recognize and label the primary colors when ready.	
5. To improve fluidity of large movements, playing kick ball, catch, walking fast and slow, bridge building and walking	5. Balance is still awkward. He has a large gait when running, coordination is okay.	To continue work on balance and gross motor development through creative movement.	He prefers concrete materials that he can manipulate.
6. To move in and out of cluttered space using obstacle courses & creative movement.	6. Is able to move in the block area for example, without knocking over buildings.	To increase competence in all areas of gross motor development through movement, regular classroom experience and individual work if indicated.	
7. To move freely in open space using creative movement.	7. He is able to move more freely in open space.		
8. To increase body awareness through creative movement songs - Gentle Giant, Down the Street.	8. There is some improvement in body awareness, but he still has a poor body image. He has difficulty with spatial relationships of objects to each other & his body.	To learn basic time sequence (first, next, last) To learn to plan an activity, evaluate progress, and know when to stop.	
9. To increase motor planning through creative movement			
10. To strengthen body control by creative movement & obstacle course, balloons and a cloth.	10. Is still tenuous in the way he carries himself & moves through space.		
11. To be able to organize things with greater skill by planning activities, gathering materials, proceeding with an activity and completing a project.	11. He has trouble organizing an activity. He initiates successfully but does not know what comes next or how to extend an activity.		
12. To be able to sequence activities including story telling, using tape recorders & pictures.	12. He has great difficulty in skills related to organization.	To be able to sequence a story using visual cues. To be able to sequence a story using auditory and visual cues.	
13. To be able to know one to one correspondence up to 5 using blocks, cooking projects, art (1 brush to 1 color of paint).	13. He can do one to one correspondence up to 3 objects.	To be able to act out a short story in proper sequence. To increase one to one to 5. To be able to count a group of 10 objects and know that there are 10.	

a. A statement of the child's present levels of educational performance

b. A statement of annual goals

c. A statement of short-term instructional objectives

d. A statement of the services to be provided to the child including: the type of physical education program the child will receive, any special media and materials, the projected data and anticipated duration of those services, a description of the extent to which the child will participate in regular education, a justification for the child's placement, and a list of all individuals who will implement the child's IEP.

e. Objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether short-term instructional objectives are being achieved.

Figure 3 presents a sample IEP form which was developed by the Illinois Office of Education, Specialized Educational Services Department. Many other IEP formats are available from states, local educational agencies, and HCEEP projects.

6. Describe the services that were provided for children.

Documentation for this area involves planning for and keeping records of project and outside agency services which are provided for children. Records which may be kept include an overall program plan checklist, a log of activities, or a weekly "lesson plan" and checklist. It is essential to develop a simple, yet thorough, mechanism to record all of the types of planned services for children that actually occur. For example, health examinations provided by another agency must be recorded for future reporting. It is equally important to record the reasons for any lapses in the provision of planned services.

FIGURE 3
INDIVIDUALIZED EDUCATION PROGRAM
SAMPLE FORM

Student's Name:

IEP Manager's Name:

PRESENT LEVELS OF PERFORMANCE

Academics:

Speech/Language:

Motor:

Social Behavior:

Prevocational/Vocational:

Self-Help:

Extent of Participation in Regular Education:

Type of Physical Education Program:

Initial Planning Conference Date:

Date for Review/Revision:

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Type	Initiation Date	No. Minutes Per Week	No. Weeks

Placement:

Justification for Placement:

FIGURE 3 CONTINUED
IEP
SAMPLE FORM

Instruction Area: Student's Name:

Goal Statement: Implementer's Name:

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Condition	Behavior	Criteria	Special Media & Materials	Evaluation/ Schedule	Date Objective Mastered

7. Document other services (external to the project) which were provided for project children.

Coordination of services with other agencies is highlighted in the Federal Regulations (Part 3 Sec. 3.7) and is logically necessary to provide the most comprehensive services possible for project children. A log may be established to record services provided by other agencies. Data could be summarized monthly, reviewed, and appropriate follow-up activities planned. This documentation can be reviewed to determine which agencies are providing a high level of service, or which agencies may need renewed contact. The information is also an important part of the child's records to be used when he leaves the HCEEP project.

8. Document the extent to which the stated goals and objectives were attained.

Documentation of this information is both a program review and program evaluation task. A useful first step is to devise a written prioritized statement of goals and objectives, including timelines, staff responsibilities, criteria for success, completion points, and results. Figure 4 provides a format that may be used for recording the accomplishment of component goals and objectives.

A summary should be included in reports of the "accomplishments of objectives" which allows the audience to determine if each objective was: (a) accomplished; (b) partially accomplished; or (c) not accomplished. This written or verbal description of attainment of project goals can form the basis of reports to audiences such as BEH, advisory boards, the staff, and other project personnel. Establishing a monitoring system early in

FIGURE 4

GOALS AND OBJECTIVES

Goals	Timeline	Staff Responsibility	Criteria for Success	Date Completed	Results
I. Goal Statement					
A. Objectives					
II. Goal Statement					
A. Objectives					

the first year can ensure that this type of information is available whenever it is needed.

Reaction

9. Document the parents' degrees of satisfaction and/or their reactions to project services for their children.

Ideally under Reaction one would recommend obtaining reactions from the children themselves. Certainly, in those cases where the project children are old enough or have the skills to express themselves, it is important to obtain their reactions formally. The astute teacher will assess informally each child's level of response, happiness, activity, and involvement daily.

Because it is not possible to obtain formal information from the children in all projects, the parent's reaction to the project becomes an important piece of information. Figures 5 and 6 provide ways of obtaining information from parents. These forms could be used as an interview guide or as a written questionnaire.

Change

10. Document the progress of children receiving project services in areas of intended impact, using the most reliable and valid measures available.

Documentation of child progress usually is conducted in HCEEP projects for two broad purposes. They are: the monitoring and recording of information for educational planning and program evaluation.

FIGURE 5
PARENT SATISFACTION/REACTION

Forms used for
Parent Evaluation of Program and Prognosis for
Educational Responsibility (PEPPER)

Lally & Wright/Family Development Research Program/Syracuse University/1973

1. Please describe in your own words what you think a typical day at the Children's Center is like for your child. _____

2. Describe the treatment you generally receive from staff members. _____

3. Does your child talk about the center when he is at home? Yes _____ No _____
What does he say? _____

4. Does the schedule of the center allow you time for work, school, outside activities?
Please describe. _____

5. Do the teachers at the center discipline your child in the same manner that you do at home? Yes _____ No _____ How do they differ? _____

6. How do you wish they would handle your child? _____

7. What have you liked best about the program for your child? _____

8. What have you liked least? _____

9. Has the information that you received about the actions and feelings of young children (because of _____'s participation in the program) changed the way you act with your other children? Yes _____ No _____ Describe _____

10. Has having your child in the center affected your overall family way of life in any way?
Yes _____ No _____ Please describe _____

11. Which of your child's actions that you see at home, would you say were caused by his participation in the program? _____

12. If your Child Development Trainer (CDT) has helped you, how has she been the greatest help? _____

13. What are the qualities that make your CDT effective in working with you? _____

14. In what ways has the Children's Center experience helped to prepare your child for school? _____

15. What do you think your job will be in educating your child once he gets into school? _____

16. Has the Children's Center experience helped you prepare yourself for this job?
Yes _____ No _____ In what way? _____

17. What do you think will happen to your child in school? _____

18. How much influence can parents have on the school system? _____

19. Name everything that you can think of that will make it possible for your child to succeed in school _____

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FIGURE 6
PARENT RESPONSE TO PROGRAM

We would like to get your thoughts and opinions regarding the preschool program. Your responding will serve to guide us in our future planning. Please complete the following information. There are no right or wrong answers. Write in the letters which fit your feelings.

SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

SA	A	D	SD	
				Preschool education has made me more aware of my child's learning abilities and difficulties.
				I think parents can successfully work on language and auditory skills with their child at home.
				The child training course (Children the Challenge--Dreikurs) was interesting but the techniques and ideas were not helpful for me.
				The requirements for parents in the Parent Infant Program are too demanding.
				I feel that I got necessary teacher-input when it was important to me.
				Discussing the results of the developmental assessment and testing of my child helped me to understand him better and his needs.
				My suggestions and ideas concerning the program have been adequately listened to by the staff.
				The majority of the programs (speakers, films, etc.) provided insight and ideas helpful to me.
				The parents in the program have been supportive and caring towards me and my child.
				I feel that my child's teacher shared her teaching skills and knowledge with me.
				The importance of the total development and care of my child has been a high priority of the program.
				I feel the program did not provide enough socialization opportunities for my child.
				Although helpful, I do not feel the preschool program will change my child's school opportunities and placement.
				I feel more comfortable now with accepting and understanding my child's hearing impairment than I did initially in the program.
				The father's group--individual meetings provided an opportunity for better communication and understanding of our child within our family.
				I have seen my suggestions and ideas included by the staff in the ongoing program.
				My knowledge of my child's hearing loss has increased during my participation in the program.
				The reading suggestions and emphasis by the staff have encouraged me to continue reading articles, books, etc., concerning my child's total development.
				The program's information and knowledge of working with and relating to the young hearing-impaired child has been very useful with my other children also.
				My understanding and knowledge of language development has grown from the concepts and ideas I had during the first weeks in the program.
				I see the necessity or importance of the emphasis in the program on auditory listening skills for my child.
				As a concerned and informed parent, I feel I should be an active member of organizations, such as Minneapolis Association for the Hearing Impaired, Alexander Graham Bell Association, etc.
				I feel the opportunity was given in the program for me to know more about the various communication methods of: oral - aural total
				I think parents teach their children as much or more than the teachers.

Comments and Suggestions:

Three major planning considerations apply to both purposes:

a. Selection of measurement instruments and/or procedures

b. Timing of measurement

c. Use of child progress results

Each of these areas should be considered carefully in planning the documentation of progress. For example, when selecting instruments it may be helpful to refer to Salvia and Ysseldyke (1978, p. 474) who state:

> Assessment is an integral part of the educational process and is engaged in for many educational purposes. The main question in obtaining assessment information is not, How can we use tests? Rather, the fundamental question is, How can we obtain the information necessary to make certain educational decisions?

For HCEEP projects, a vital step is the match between the intended impact of project intervention and the instruments used to measure child progress. For example, if a project were attempting to enhance the language development of children they would need to select an instrument which was appropriate for their children in terms of language acquisition level, age, range in normative sample, and match between the educational plan and test content. For educational planning and program evaluation, correct instrument selection can result in accurate information and thorough, complete documentation of results.

Timing of data collection will be determined, at least in part, by the specifications of the IEP and the program evaluation plan. Ongoing, daily, or weekly data collection in the classroom is frequently conducted.

For program evaluation, more comprehensive testing may be conducted immediately after program entry, at three- or six-month intervals, and at the time the child leaves the program.

Results of child progress data may be used in a number of ways, such as:

a. Monitoring of the IEP

b. Reporting to parents

c. Program evaluation

d. Preparation of reports to outside audiences

In all of these cases, careful documentation will allow the project to meet its own information needs and the needs of outside audiences.

GUIDELINES FOR DOCUMENTING

SERVICES FOR CHILDREN COMPONENT

Rationale

1. Document the rationale upon which the Services for Children program is based.

Description

2. Document the criteria for selection of children.

3. Provide evidence that the children served by the project are handicapped.

4. Describe the project children, including their ages and the type and severity of handicapping conditions.

5. Document the existence, implementation, and results of an individualized educational plan for each child in the program.

6. Describe the services that were provided for children.

7. Document other services (external to the project) which were provided for project children.

8. Document the extent to which the stated goals and objectives were attained.

Reaction

9. Document the parents' degrees of satisfaction and/or their reactions to project services for their children.

Change

10. Document the progress of children receiving project services in areas of intended impact, using the most reliable and valid measures available.

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CHAPTER 3
GUIDELINES FOR DOCUMENTING SERVICES FOR PARENTS

Parents are involved in HCEEP projects in a variety of roles. Depending on the project model, they may serve as volunteers in the classroom setting, as teachers in the home, as members of the advisory council, as counselors for other parents, or as primary disseminators of information concerning the project. This chapter provides guidelines for documentation of services for parents and program activities involving parents.

Rationale

1. Document the rationale for services for parents.

In most HCEEP projects, the participation of parents is carefully specified in describing the theoretical base of the project. For example, the Eliot Pearson School at Tufts University specifies the program philosophy as follows:

> In general, in the case of parents of special needs children, a number of principles guide the School's actions (Gorham, et al., 1975). First, an effort is made to involve parents as much as possible in their child's program, from evaluation through classroom procedures. Second, a realistic management plan is made part of the child's initial assessment and is then implemented with the help of the teacher and special needs coordinator. Third, parents are informed of useful community resources and local parent's organizations. Fourth, school reports are written in clear, understandable, jargon-free language; these reports are shared with parents during conferences. Fifth, it is made clear to parents that no diagnosis is final and unchanging; diagnosis and labels are useful only to the extent that they facilitate teaching and remediation. They are subject to alteration as more is learned about the child. Sixth, the parent is given assistance in thinking of life with this child as an ongoing, problem-solving process -- as is the case with non-disabled children. Finally, the parent is helped to recognize his or her child's abilities and assets, as well as the child's disabilities and deficiencies. What a child <u>can</u> do is as important as what he <u>cannot</u> do (Meisels, 1977, p. 102).

The Portage Project in Wisconsin specifies the basic operational premises of the project as they relate to parents, as:

> (1) parents care about their children and want them to attain their maximum potential, however great or limited that potential may be;
>
> (2) parents can, with instruction, modeling, and reinforcement, learn to be more effective teachers of their own children;
>
> (3) the socio-economic and educational or intellectual levels of the parents do not determine either their willingness to teach their children or the extent of gains the children will attain as a result of parental instruction;
>
> (4) the precision-teaching method is the preferred learning model, since feedback is provided daily to parents and weekly to staff, thereby reinforcing both when goals are met. Moreover, the method provides a continual data base for curriculum modification, thus maximizing the likelihood of success for parents and children (Lillie and Trohanis, 1976, p. 131).

The documentation of a rationale for parent participation provides the framework from which specific strategies for parent involvement can be developed. It concurrently provides the specific forms for parent involvement; i.e., as teachers of their children, as learners, etc.

Description

2. Document the services that were provided for parents.

Documentation at this level involves planning for and keeping records of project and outside agency services which are provided for parents.

The Federal Regulations specify areas which the project should address in providing services for parents (Part C, Section 623, Sec. 3.3):

(a) Assistance in understanding and coping with the child's handicap;

(b) Psychological or social work service;

(c) Information on child growth and development;

(d) Information on special education techniques;

(e) Observation of the children in the project;

(f) Carry-over activities to the home; and

(g) An opportunity to participate in planning and evaluation of the program.

The first step in planning could be an assessment of the service and information needs of parents. Figure 1 presents a form for parents to rate the importance to themselves of a number of possible program activities. After the needs assessment, a plan for parents would be developed, and a log could be used to record services as they were provided.

3. Document the extent to which stated goals and objectives for parents were attained.

Figure 4 in "Services for Children" presents a possible format for documenting the attainment of goals and objectives. The information source for this documentation can come directly from the log of parent service, with additional information from staff reports, questionnaires, and external observers.

Reaction

4. Document the parents' reactions to the program for their children.

Figures 5 and 6 in "Services for Children" present two possible methods of assessing parent reaction to project work with their children.

FIGURE 1

NEEDS ASSESSMENT

Below are listed ten suggested areas of instruction for parent training in our expanded summer clinic program. Please rate each area on its importance to you as parents. Place a check in the appropriate box.

	Very Important	Important	Not Very Important
1. Assisting in group activities with the children such as creative play, arts and crafts, swimming and snack programs.	_____	_____	_____
2. Observing your child's therapy sessions.	_____	_____	_____
3. Participating in group parent counseling sessions.	_____	_____	_____
4. Learning to assist in your child's therapy.	_____	_____	_____
5. Participating in individual parent counseling sessions.	_____	_____	_____
6. Receiving information about all aspects of normal child development.	_____	_____	_____
7. Receiving information about speech, hearing and language disorders.	_____	_____	_____
8. Receiving information about normal speech and language development.	_____	_____	_____
9. Learning to cope with your child's specific problems.	_____	_____	_____
10. Receiving an explanation of evaluation procedures used for identifying speech, hearing or language disorders.	_____	_____	_____

Other suggestions for programming will be appreciated. Please be specific.

Name _____

Child's Name _____ Child's Birthdate _____

Mailing Address _____

Telephone _____

Please fill out the information above and return in a self-addressed stamped envelope.

I am interested in applying for this program for my child and myself.

Other methods of gathering and recording this information could include staff interviews at parent conferences, home visits, or interviews with parents conducted by persons external to the project.

5. Document the parents' reactions to the program for themselves.

Regular feedback from parents is an essential ingredient to parent program success. Informal feedback should be solicited regularly and discussed during periodic program review meetings.

Figure 2 presents a formal interview structure for obtaining parent reactions. It has been used or adapted by a number of projects since it was developed by the Battelle Institute in 1976.

Change

6. Document changes in parents' knowledge and/or behavior during and after participation in the program.

When it is appropriate, an assessment of change in parent knowledge or behavior can provide exceptionally useful information for documentation and evaluation purposes. For example, it can provide information concerning increases in knowledge in areas such as child development or handicapping conditions. It can provide documentation of changes in attitude toward children who are handicapped and documentation of parents' perceptions of their own ability to be parents of a handicapped child. It can also provide documentation of changes in parenting skills, interactions with children and the total home environment. The Skills Inventory for Parents developed by Child Development Resources in Williamsburg,

FIGURE 2

PARENT QUESTIONNAIRE: SATISFACTION WITH PARENT PROGRAM*

Date: ____/____/_____

Interviewer: _____

Parent: _____

INSTRUCTIONS: Interviewer should be a trained INDEPENDENT individual with no affiliation or interest in the program with professional training and experience in family or child related fields.

Read question, elaborate if necessary, naming possible alternative responses. Please check mark (√) on line opposite each response made.

*adapted from parent survey in Final Report on Evaluation of H.C.E.E.P. Battelle, Columbus, 1976.

*Adapted from the parent survey in Final Report on Evaluation of H.C.E.E.P.; Battelle Institute; Columbus, Ohio, 1976.

FIGURE 2 (Continued)

1. In what ways have you participated in the (Name of Program)?

   (1) Parent groups . . . . . ____

   (2) Meeting with project staff (e.g., session with parent counselor, social worker, home visitor, etc.) . . . . . ____

   (3) Learning activities (e.g., attending presentation of information, workshops, etc.) . . . . . ____

   (4) Working with children (e.g., teachers assistant) . . . . . ____

   (5) Planning and policy making (e.g., advisory committee) . . . . . ____

   (6) Assisting in administering the program (e.g., clerical tasks, maintenance of program, fund-raising) . . . . . ____

   (7) Disseminating information (e.g., speaking to others) . . . . . ____

   (8) Evaluating the program . . . . . ____

   (9) Other (specify) . . . . . ____

2. How often do you participate in the program?

   (1) At least once a week ____

   (2) At least once a month ____

   (3) Other (specify) _____ ____

   (4) Never ____

3. Do you feel that there is enough opportunity for parents to participate in the program?

   (1) Yes

   (2) No → Go to Item 5

   (3) Don't know

4. What other opportunities for participation do you think there should be?

   (1) _____

   (2) _____

   (3) _____

5. Have any other members of your family or other persons who care for your child participated in the program?

   (1) Yes

   (2) No → Go to Item 7

   (3) Don't know

6. Which members of your family or other persons who care for your child have participated and how?

   (1) Mother _____ ____

   (2) Father _____ ____

   (3) Siblings _____ ____

   (4) Grandparents _____ ____

   (5) Other relative (Specify): _____ ____

FIGURE 2 (Continued)

(6) Nonrelative babysitter _____ ____

(7) Day care center or preschool personnel _____ ____

(8) Other (Specify) _____ ____

_____

7. Do you feel that you have gained anything from your participation in the program?

(1) Yes

(2) No → Go to Item 9

(3) Don't know

8. What have you gained?

(1) Knowledge of my child's problems and needs . . . . . ____
(2) Better feelings of acceptance of my child . . . . . ____
(3) Knowledge of my child's abilities . . . . . ____
(4) Better understanding of my child's behavior . . . . . ____
(5) Knowledge of how to work with my child . . . . . ____
(6) Skills for working with my child . . . . . ____
(7) Knowledge of services available to my child . . . . . ____
(8) Better ability to cope emotionally with my child . . . . . ____
(9) Other (Specify) _____ ____

9. Do you think your child's participation in this program will change his opportunities for schooling, jobs and a fuller participation in life?

(1) Yes ____

(2) No ____

(3) Don't know ____

10. Has the project staff provided activities for you to work with your child at home?

(1) Yes ____

(2) No → Go to Item 16 ____

11. What kinds of activities were provided for you to work with your child?

(1) Language, listens and follow directions, talks better . . . . ____

(2) Motor, running, jumping, balance, finger skills, building, etc. . . . . ____

(3) Setting along with other children . . . . . ____

(4) Setting along with family members . . . . . ____

(5) Relating to other adults . . . . . ____

(6) Self-help (eating, dressing, toilet) . . . . . ____

(7) Reasoning, problem solving, thinking . . . . . ____

(8) Attention . . . . . ____

(9) Less negative behavior, tantrums, crying, hitting, etc. . . . ____

(10) More positive behaviors, happy, good natured, cooperating, etc. . . . . ____

(11) Other (Specify) _____ ____

_____

FIGURE 2 (Continued)

12. Have you carried out the activities provided for you to work with your child?

(1) Yes ____

(2) No → Go to Item 15 ____

13. How often do you carry out these activities?

(1) Daily ____

(2) At least once a week ____

(3) At least once a month ____

(4) Other (Specify) _____ ____

_____

14. Has the program provided the support needed by you, such as specific instructions and materials, to carry out these activities?

(1) Yes ____

(2) No ____

15. Is there any particular reason when you don't carry out suggested activities?

(1) Don't have enough time ____

(2) Don't have the necessary materials ____

(3) Don't have sufficient information or knowledge of how to carry out the activities ____

(4) Don't believe they are worthwhile ____

(5) No particular reason ____

(6) Other (Specify) _____ ____

_____

16. Overall, are you satisfied with the services that the project has provided to you as a parent?

(1) Yes ____

(2) No ____

(3) Don't know ____

17. Can you think of any ways the program might be changed to serve you as a parent better?

(1) Yes ____

(2) No ____

(3) Don't know ____

18. In what ways could the Parent component of the program be changed?

_____

_____

Virginia is an example of a form which can be used to assess changes in information, knowledge, and skills (Figure 3).

FIGURE 3
SAMPLE: PARENT PROGRESS INVENTORY

PART A

PARENT SKILLS WORKSHEET

Parent Name: Mrs. J
Case Manager: JBW
Date: 6/2/78

Initial Rating: S
Subsequent Ratings: 0
C

Review Dates: (1) 6/30/78
(2) 8/28/78

1. Skill Area: II Home Visits and Prescriptions
2. Goals Behavior: Item #34, Parent plans time to implement prescriptions.
3. Strategies: Three year old Michael often interferes with parent/baby teaching sessions due to jealousy of attention given baby. Also, Mrs. J. does not follow any particular daily schedule in other areas. Plan: (1) Mrs. J. and I will work together on using a schedule for all her daily obligations and give it a trial period with adjustments as needed. (2) Will explore possibility of working on prescriptions when father or older brother are home and can entertain three year old. (3) Possible nursery school for Michael? Family can afford it.
4. Time: Review date 6/30/78 (four weeks)
5. Others Involved: Mrs. B., Director, Happy Hour Nursery
6. Results: (6-30-78) Mrs. J. now managing approximately 60% of time to work with baby 10 minutes in the morning while others breakfast and 10 minutes during three year old's nap. She is thinking of nursery school after Michael is 4. Rating = 0.

X X X

GUIDELINES FOR DOCUMENTING

SERVICES FOR PARENTS

Rationale

1. Document the rationale for services for parents.

Description

2. Document the services that were provided for parents.

3. Document the extent to which stated goals and objectives for parents were attained.

Reaction

4. Document the parents' reactions to the program for their children.

5. Document the parents' reactions to the program for themselves.

Change *

6. Document changes in parents' knowledge and/or behavior during and after participation in the program.

*Should be documented if contained in the specific goal or objectives of the project.

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CHAPTER 4
GUIDELINES FOR DOCUMENTING STAFF DEVELOPMENT

Even though a great variety of staff development activities can be found among HCEEP projects, certain types of information which are common in all may still be gathered. For example, projects should plan to collect information that will describe their rationale for staff development and staff development activities. If the project staff development and/or evaluation plan calls for staff reactions to the training program or changes in staff or impacts, then these types of information should be collected as well.

Rationale

1. Document the rationale for the specified roles needed to carry out necessary project activities.

The primary purpose of the Handicapped Children's Early Education Program is to support projects that will demonstrate a consistent, soundly based program for specified handicapped young children and their families. Because such programs require certain kinds of staff, rationales should include a description of personnel roles, the rationale for such roles, and staffing patterns which permit the performance of the specified roles (Hayes, undated).

A rationale for staffing serves several important purposes. First, it provides a basis for the development of job descriptions and thus provides criteria for staff selection. If, for example, a project is based on a Montessori approach, the staff will need to be trained or have experience in that approach in order to implement the program. Second, a rationale provides an explanation for staffing to funding sources and potential

adopters. An interdisciplinary team in a hospital setting, for example, may succeed only if it is composed of the key people who must be involved in the life of a child and his or her family in that setting. The rationale provides explanations for the inclusion of persons such as pediatricians, special nurses, hospital social workers, educational specialists, etc. Finally, a sound rationale provides the basis for staff development activities. The approach used in the project may require new and/or unique staff skills which may form the core of the staff development program.

2. Document the existing staff development needs upon which the staff development program is to be based.

Stated more simply, this guideline means that a project should document the reason or reasons for its particular staff development activities. While the rationale for the program and the staff needed to implement it provides a general framework for this documentation, the specific staff development needs upon which the staff development is to be based must be demonstrated. A useful system for determining staff development needs is to consider those in the areas of: (a) content; (b) implementation; and (c) professional growth.

Staff needs in content areas are most often associated with concept and knowledge acquisition. These might include the needs for more knowledge in areas such as normal and deviant child development, certain handicapping conditions, P.L. 94-142, and the contents of IEPs.

Staff needs in the area of implementation include: (a) those skills necessary to implement the approach defined by the project; and (b) those skills necessary to be a staff person in a demonstration project. Implementation skills for a given approach might include the use of a particular assessment device or curriculum, working with children and their families, planning instructional programs, evaluating child performance, etc. Skills necessary to be a staff member of a demonstration project might include such skills as general planning, report writing, demonstrating program approaches to visitors, presenting information concerning the project to a group, and gathering evaluation data.

Professional growth needs are those which are required by all professionals in order to grow in their present positions and professions. Their presence is usually determined more by the individual than by the program per se. The experience of working in an HCEEP demonstration program may meet the specific professional growth needs of some staff members. Others may have needs for advanced degrees, certification, professional exposure through presentations and publications, management experience, etc. All staff development activities are designed to promote professional growth; however, in order to design a truly responsive program, it is important to know the specific needs of each staff member.

There are a variety of ways in which staff development needs may be assessed. They include:

a. A comparison of job descriptions with staff vitas. If, for example, a staff person's vita does not contain the training or experience required in a given area for a task in the job description, this area can become a staff development need.

b. Assessment of staff interests. Assessing staff interests can be as informal as a question in a conversation which asks, "What would you be interested in having addressed in a staff development program?" or as formal as an interest survey which lists all of the skills needed to implement the program.

c. Self-assessment of staff needs. One method often used to determine needs for staff development is to ask the staff to rate their own competence in areas relevant to the program. On the following pages are examples of instruments (Figure 1) for determining the staff development needs of teachers developed by a Texas Handicapped Children's Early Education Program. Having staff rate their own level of competence has several benefits. It provides an opportunity for self-examination and a personal estimation of strengths and weaknesses. This self-appraisal can be converted into support for training efforts in areas in which staff members are less competent than they would prefer. Self-assessment is more directly focused on strengths and weaknesses than is an interest inventory and would be more useful in identifying areas in which staff development is actually needed. Finally, self-assessment of needs provides the most direct opportunity for staff members to be involved in determining the focus of their development program.

d. External assessment of staff needs. The most objective way to determine staff needs is to assess the staff's actual knowledge and skills. This may mean administering a test on the knowledge determined to be necessary to conduct the program, or it may mean observing a person's skills. Two examples of instruments for gathering information for documenting such assessments are provided on the following pages. Figure 2 is a test of knowledge of handicapping conditions. Figure 3 is a scale for an external evaluation of teacher competencies.

This kind of needs assessment is particularly useful in those situations in which: (a) the staff has not had previous experience in the program, or (b) a formal staff development program is being developed as part of a project's model.

FIGURE 1

SELF-ASSESSMENT OF STAFF NEEDS

1 = Lack of knowledge & skills

5 = Adequate knowledge & skills

TEACHER EVALUATION OF PROGRAM AREA CONTENT

Teacher's Name_____

Date of Rating_____

Rate on the continuum 1-5

1	2	3	4	5	
___	___	___	___	___	1. Educable Mentally Retarded
___	___	___	___	___	2. Trainable Mentally Retarded
___	___	___	___	___	3. Orthopedically Handicapped
___	___	___	___	___	4. Speech Impaired Children
___	___	___	___	___	5. Emotionally Disturbed Children
___	___	___	___	___	6. Language Impaired Children
___	___	___	___	___	7. Visually Impaired Children
___	___	___	___	___	8. Deaf and Hearing Impaired Children
___	___	___	___	___	9. Downs Syndrome Children
___	___	___	___	___	10. Discipline Problems
___	___	___	___	___	11. Behavior Modification
___	___	___	___	___	12. Art and Music Activities for Children
___	___	___	___	___	13. Proper Selection & Use of Teaching Materials (books, games, etc.)
___	___	___	___	___	14. Developmental Age Level Expectations (cognitive, social, etc.)
___	___	___	___	___	15. Teaching Strategies for Handicapped Children
___	___	___	___	___	16. Working Effectively with Parents

FIGURE 1

SELF-ASSESSMENT OF STAFF NEEDS

(CONTINUED)

1 = Poor

5 = Excellent

Rate yourself on the continuum 1-5

TEACHER COMPETENCIES EVALUATION

NAME_____

DATE_____

1	2	3	4	5	
					1. DIAGNOSIS AND EVALUATION
					a. Administers and interprets assessment techniques, i.e., standardized tests and sociometrics.
					b. Designs and uses teacher-made diagnostic tests.
					c. Uses various interview techniques with pupils (e.g., Piagetian Techniques).
					d. Gathers information on individual differences among students such as interests, values, cultural and socio-economic background.
					2. ORGANIZING CLASSROOM
					a. Groups pupils on the basis of data.
					b. Organizes resources and materials for effective instruction.
					c. Plans for routine tasks.
					3. GOALS AND OBJECTIVES
					a. Identifies goals and objectives appropriate to pupil needs.
					b. States competency-based objectives correctly.
					4. PLANNING
					a. Organizes instruction around goals and objectives.
					b. Plans daily to achieve long-range goals and objectives.
					c. Sequences learning activities and experiences logically and psychologically.
					5. COMMUNICATION
					a. Gives clear, explicit directions to students.
					b. Responds to "coping" behavior of students.
					c. Identifies clues to student misconceptions or confusion.
					d. Provides for the appropriate use of a variety of communication patterns within the classroom.
					6. INSTRUCTION
					a. Establishes set motivation, transitions, classroom environmental conditions which are varied and appropriate.
					b. Employs a variety of appropriate instructional strategies and tactics (programmed instruction, games, simulation, etc.).
					c. Utilizes a variety of instructional materials and resources.
					d. Individualizes instruction.
					e. Plans activities with children.
					f. Asks higher-order questions.
					7. MANAGEMENT
					a. Uses positive reinforcement patterns with students.
					b. Manages deviant behavior.
					8. INTERPERSONAL
					a. Builds self-awareness and self-concepts in students.
					b. Develops understanding of cultural pluralism concepts in students.
					c. Reacts with sensitivity to the needs and feelings of others.
					9. EVALUATION
					a. Monitors interaction and modifies plans on the basis of feedback.
					10. SELF-IMPROVEMENT
					a. Engages in a designed professional development program.
					b. Adapts to new or confusing situations readily.
					c. Evaluates teaching behavior using coded instruments and plans for change on basis of results.
					11. COLLEAGUES AND COMMUNITY
					a. Interacts and communicates effectively with parents and community.
					b. Works effectively as a member of an educational team.

FIGURE 2

EXTERNAL ASSESSMENT OF STAFF NEEDS

T E S T
DEFINITIONS

___ 1. Problem that interferes with learning or requires adaptation in the school environment.

___ 2. 30-40dB; may need preferential seating.

___ 3. Literally "water-brain;" frequently characterized by large head, usually shunted to prevent enlargement.

___ 4. I.Q. is 55-70 range.

___ 5. 20/70 or less in better eye after correction or peripheral less than 20°.

___ 6. Injury to brain that affects the control of muscles in some way.

___ 7. 50-90dB; deficient in language development; need special ed. for deaf, hearing aid and auditory training.

___ 8. Body element of spine have not made complete closure, leaving opening.

___ 9 Scoring below normal in one or more areas of development without any obvious physical handicap.

___10. Severe handicaps in physical and cognitive domain, unable to function in special education programs which deal with single handicap.

___11. I.Q. is 0-25 range.

___12. Chromosome disorder main characteristics being slanted eyes, furrowed protruding tongue and flabby muscles.

___13. Abnormal smallness of the head.

___14. Disruptive to self and others, withdraws or is psychotic, schizophrenic or autistic.

___15. Over 90 dB; usually sign: no spontaneous speech; deviate voice quality and intonation; Special Ed. for deaf, aid and auditory training.

___16. Having speech, oral language or verbal communication impairment which interferes with learning or social adjustment.

___17. Neurological disorder characterized by sudden, recurrent seizures.

___18. I.Q. is 25-55 range.

___19. 40-50 dB; slightly limited vocabulary; probably wears aid.

MULTIPLE CHOICE

a) Developmental Delay
b) Severely Mentally Impaired
c) Trainable Mentally Impaired
d) Educable Mentally Impaired
e) Emotionally Impaired
f) Mild Hearing Loss
g) Moderate Hearing Loss
h) Severe Hearing Loss
i) Profound Hearing Loss
j) Vision Impaired
k) Physically and Health Impaired
l) Speech and Language Impaired
m) Multiply Impaired
n) Cerebral Palsy
o) Down's Syndrome
p) Hydrocephalus
q) Microcephaly
r) Epilepsy
s) Spina Bifida

FIGURE 3

COMPETENCY DEVELOPMENT SCALES
FOR TEACHERS OF EXCEPTIONAL CHILDREN

NAME: _____
[Teacher or Intern]

EVALUATOR: _____

	Evaluation Period I Date: _____ See Item Analysis for Behavioral Criteria					Evaluation Period II Date: _____ See Item Analysis for Behavioral Criteria					Evaluation Period III Date: _____ See Item Analysis for Behavioral Criteria					Evaluation Period IV Date: _____ See Item Analysis for Behavioral Criteria				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Enthusiasm when working with children.																				
2. Confidence and poise in maintaining the learning environment.																				
3. Patience and understanding toward children.																				
4. Patience and understanding toward co-workers.																				
5. Responsibility in general classroom operations.																				
6. Teacher language behaviors.																				
7. Sensitivity to the effects of physical conditions of the classroom on learning.																				
8. Recording and Interpreting teacher/child interaction.																				
9. Assessing a child's strengths and weaknesses in at least five areas of development.																				
10. Using the assessment data profile in setting up individual prescriptive educational programs.																				
11. Using the task analysis process.																				
12. Writing instructional objectives.																				
13. Initiative and resourcefulness in curriculum planning.																				
14. Using information from standardized measurement tools.																				
15. Teaching attending behavior with one child.																				
16. Teaching attending behavior with a group.																				
17. Teaching a lesson.																				
18. Using appropriate and genuine positive reinforcement.																				
19. Using strategies of modeling and cueing.																				
20. Shaping a non-existing behavior.																				
21. Using punishment and extinction procedures for decreasing behavior.																				
22. Teaching toward generalization.																				
23. Individualizing instruction within a group structure.																				
24. Selecting and using teaching materials.																				
25. Using instructional media (audio-visual, projected, and printed)																				
26. Improving teaching skills.																				
27. Evaluating daily lessons and activities.																				
28. Evaluating program effectiveness.																				
29. Records and Information System.																				
30. Implementing a program for parents.																				

*This form represents only the content categories and scoring areas for the scale. Complete instructions and explanations for rating are available at TADS, 500 NCNB Plaza, Chapel Hill, NC 27514.

Description

3. Document the responsibilities of the staff and their particular training and experience for these responsibilities.

The purpose of this guideline is to provide information on the readiness of the staff, in terms of skills, to accomplish required tasks. This information should be contained in job descriptions and vita for each staff person.

4. Document the activities and outcomes of the staff's orientation to the project.

Orienting the staff to the project is specified in the regulations for HCEEP demonstration projects and is a particularly important activity for promoting staff unity in purpose and approach. Projects should, therefore, have available a description of their orientation activities and some evidence that the staff members understand their roles in the project. This evidence can take the form of a postorientation evaluation and/or information gathered during the project's operation that would indicate that the staff members are cognizant of their particular roles in the project.

5. Describe the staff development activities.

It is important for the project's own self-evaluation and for reports to funding and governing agencies that all staff development activities that were planned and conducted be recorded. Descriptions of activities may be maintained in the project's information or record keeping system. They may contain such information as the purpose for the activity, a description, the date(s) on which it took place, the names of the staff persons involved, and any outcome or feedback infor-

mation regarding the activity. Figures 4 and 5 are, respectively, examples of forms for documenting individual staff development activities and for summarizing staff development activities.

6. Document staff involvement in staff development activities.

Maintaining records of involvement will assist the project in determining the amount of staff development that is being conducted in relation to other activities and will provide a chronological description of those activities in which the staff participated.

Staff involvement may be recorded by specifying the number of staff persons participating in each activity and/or the amount of time each staff person spends in staff development activities. For group activities, records may be maintained by the project's staff development coordinator. For individual activities, staff members may keep individual records which can then be consolidated.

7. Document the extent to which stated goals and objectives for staff development were attained.

As for other components, this is an important guideline for the project's evaluation and reporting to the funding agency. Documentation for this guideline should include a statement of each objective, evidence which would demonstrate the extent of accomplishment, and a statement summarizing the accomplishment of the objective. (See Chapter 2.)

Reaction

8. Document the staff's reaction to the staff development activities in which they participated.

One way to evaluate the staff development activities is to gather the reactions to the activities of those participating (Kirkpatrick, 1975).

FIGURE 4

STAFF DEVELOPMENT AGREEMENT

Goal: (describe/define)

(This might identify what the goal is to acquire a skill, some new behavior, new knowledge, or if it is an interest area).

Type of Staff Development: (Project or Personal)

Specific Activities:	To be completed by:

Evaluation of Activities--Outcomes:

Staff person:

Date:

Supervisor:

Date:

FIGURE 5

STAFF DEVELOPMENT DOCUMENTATION FORM

1. Staff Needs Documentation

Enter the number of staff that have needs in each of the following three categories:

	Number of Staff
Content	☐☐☐
Implementation	☐☐☐
Professional Growth	☐☐☐

2. Describe the type of training which was conducted for the staff of your project. In Column A indicate the number of events in each category provided by your project staff. In Column B indicate the number of events in each category provided by other outside sources; e.g., TADS, other projects, BEH, etc. In Column C specify the total number of your staff that was involved in the training. In Column D specify the total number of hours that staff in Column A were involved in training during the year.

	A	B	C	D
A. Seminars, Short and Group Meetings	☐☐☐	☐☐☐	☐☐☐	☐☐☐
B. Workshops	☐☐☐	☐☐☐	☐☐☐	☐☐☐
C. Continuing Education Activities	☐☐☐	☐☐☐	☐☐☐	☐☐☐
D. Formal College Credit Training	☐☐☐	☐☐☐	☐☐☐	☐☐☐
E. Other, Specify	☐☐☐	☐☐☐	☐☐☐	☐☐☐

As can be seen in Figure 6 reactions can be obtained to determine: the sufficiency of the staff development program, the participants' perceptions of what they have gained, their overall satisfaction, and suggestions for improvement. Reactions can provide an indication of the effectiveness of the activities from the participant's point of view and ideas for improving future efforts.

9. Document other persons' reactions to the staff in areas targeted for staff development.

If a more objective reaction to staff training is desired, a project may wish to obtain reactions to the staff from other persons who have some regular form of contact with them. This may be the reactions of parents, administrators in satellite sites, other staff in the same agency, etc. A form such as Figure 7 may be used to record reactions.

Such forms can be used for overall evaluations of the staff or specifically for staff development activities. If used as information for reactions to staff development areas, only those areas in which activities have occurred should be included on the form.

Change

10. Document changes in staff members' knowledge, competencies, and/or behavior after participation in the staff development program.

One of the major ways to demonstrate the effectiveness of a staff development program is to document changes in staff knowledge and/or performance after a staff development activity. Documenting change requires gathering information before and after training and comparing the results of both assessments. For concepts- and knowledge-focused

FIGURE 6

STAFF QUESTIONNAIRE: SATISFACTION WITH STAFF DEVELOPMENT

Date: _____/_____/_____

Interviewer: _____

Staff Person: _____

INSTRUCTIONS: Interviewer should be a trained INDEPENDENT individual with no affiliation or interest in the program with professional training and experience in family or child related fields.

Read question, elaborate if necessary, naming possible alternative responses. Place check mark (✓) on line opposite each response made.

1. In what ways have you participated in staff development activities that have been planned by the program?

   (1) Seminars, short group meetings ..... ____

   (2) Meetings with other staff (e.g., session with project director) ..... ____

   (3) Workshops ..... ____

   (4) Continuing education activities ..... ____

   (5) College course work ..... ____

   (6) Assigned professional reading ..... ____

   (7) Other (specify) ..... ____

2. How often do you participate in staff development activities?

   (1) At least once a week ..... ____

   (2) At least once a month ..... ____

   (3) Other (specify) .....

   _____ ____

   (4) Never ..... ____

3. Do you feel that there have been enough staff development opportunities to meet your needs to function competently in your position?

   [(1) Yes ____]
   [(2) No ____] → Go to Item 5 ____
   [(3) Don't know ____] ____

4. What additional opportunities do you think there should be?

   (1) _____

   (2) _____

   (3) _____

FIGURE 6

STAFF QUESTIONNAIRE: SATISFACTION WITH STAFF DEVELOPMENT

(CONTINUED)

5. Do you feel that you have gained anything from your participation in the staff development program?

(1) Yes _____

(2) No → Go to Item 7 _____

(3) Don't know _____

6. What have you gained?

(1) Knowledge (list areas or topics of knowledge)

_____

_____

_____

(2) Planning skills (list type of skills)

_____

_____

_____

(3) Implementation skills (list type of skills)

_____

_____

_____

(4) Changed attitudes (list kinds of attitudes developed)

_____

_____

_____

7. Do you think your participation in this program will provide you with opportunities for career advancement?

(1) Yes _____

(2) No _____

(3) Don't know _____

8. Overall, are you satisfied with the services that the project has provided to meet your staff development needs?

(1) Yes _____

(2) No _____

(3) Don't know _____

FIGURE 6

STAFF QUESTIONNAIRE: SATISFACTION WITH STAFF DEVELOPMENT

(CONTINUED)

9. Can you think of any ways the staff development program might be changed to serve you as a staff member better?

[(1) Yes] ____

[(2) No] ____

[(3) Don't know] ____

10. In what ways could the staff development component be changed?

FIGURE 7

EARLY EDUCATION EVALUATION CHECKLIST

We would appreciate your responses to the following checklist which is designed to give us feedback regarding staff members.

Name of Staff Member: _____

Major Assignment:

Use the following code in marking your answers:

SA = Strongly Agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

Approachability and Availability

a) Has a personal interest in other staff members.

b) Is easy to approach and is available when you need to see him.

c) Is understanding, open-minded and willing to listen to others views.

d) Comments:

	SA	A	NO	D	SD

Interdisciplinary Cooperation

a) Cooperates willingly with other disciplines.

b) Initiates action to coordinate activities across disciplines.

c) Does not permit own interests to stand in the way of the project.

d) Comments:

	SA	A	NO	D	SD

Attitude Toward Parents & Children

a) Performs teaching role well when in this capacity.

b) Is available to parents and willing to spend time with them.

c) Knows children and works well with them.

d) Respects clients and treats them courteously.

e) Observes rules of confidentiality and does not "gossip."

f) Comments:

	SA	A	NO	D	SD

FIGURE 7

EARLY EDUCATION EVALUATION CHECKLIST

(CONTINUED)

Operational Procedures

	SA	A	NO	D	SD
a) Consults with other staff, considers their advice, and attempts to have policies represent a consensus.					
b) Assembles and analyzes facts before making decisions.					
c) Makes decisions without unnecessary delay.					
d) Provides adequate information to other staff regarding activities and whereabouts.					
e) Comments:					

Personal and Professional Qualities

	SA	A	NO	D	SD
a) I respect him/her as a person in terms of his character and personality.					
b) I find him/her to be honest and straightforward in his dealings with other staff.					
c) Knows his/her limitations and seeks consultation when questions arise which are outside areas of competence.					
d) Comments:					

Administration

	SA	A	NO	D	SD
a) Helps administer the affairs of the project in a business-like efficient manner. Carries out assignments promptly, with minimum complaints.					
b) Follows established procedures for getting secretarial work done.					
c) Keeps necessary records. Provides information promptly and keeps client files current.					
d) Comments:					

Overall Evaluation

	SA	A	NO	D	SD
a) Considering the general operation of the project I believe this staff member is performing well.					
b) Comments:					

training, this documentation may require administering the same test or different forms of the same test before and after training. For performance-focused training it may require pre- and postself-assessments of competencies or external pre- and postassessments of competencies. In most cases, the preassessment measure can be the same that was used in the staff needs assessment.

Guidelines for Documenting

Staff Development Activities

Rationale

1. Document the rationale for the specified staff roles needed to carry out necessary project activities.

2. Document the existing staff development needs upon which the staff development program is to be based.

Description

3. Document the responsibilities of the staff and their particular training and experience for these responsibilities.

4. Document the activities and outcomes of the staff's orientation to the project.

5. Describe the staff development activities.

6. Document staff involvement in staff development activities.

7. Document the extent to which stated goals and objectives for staff development were attained.

Reaction

8. Document the staff's reaction to the staff development activities in which they participated.

9. Document other persons' reactions to the staff in areas targeted for staff development.

Change *

10. Document changes in staff members' knowledge, competencies, and/or behavior after participation in the staff development program.

*Should be documented if contained in the specific goals or objectives of a project.

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CHAPTER 5
GUIDELINES FOR DOCUMENTING DEMONSTRATION/DISSEMINATION

Demonstration and dissemination (D/D) activities are planned and conducted by projects for two major purposes:

1. To demonstrate the project methods and activities to interested groups or individuals.
2. To disseminate information about the project to target audiences.

The following chapter presents guidelines for documenting demonstration and dissemination activities.

Rationale

The rationale for demonstration and dissemination plans and activities is spelled out in the Federal Regulations. In many ways, this portion of the Regulations specifies the basic purpose for HCEEP projects, and no further rationale statement is necessary. Part C, Section 623 of the guideline for proposal contents states:

> Sec. 3.4 Demonstration. Plans should be detailed showing how knowledge of the exemplary aspects of the program will be disseminated. Provision should be made to provide orientation for visitors. Efforts should be made to allow for professionals visiting the program to understand its operation and to assist them in replicating either a part of or the total program.
>
> The proposal should list the groups which the program intends to reach through demonstrations and the efforts which will be made to inform and familiarize the community with the problems and potentials of handicapped children.

Thus, the rationale for D/D is clearly specified from the inception of each project.

Description

1. Specify the target audiences for each D/D activity.

Target audiences may be media sources, agencies, other professionals, advisory councils, or other persons. (See Figure 2 in Chapter 1 for a listing of potential target audiences.)

For each D/D activity, it is important to consider carefully the reasons for including any individual or group in the audience. Although it is often useful or necessary to "spread the word" broadly, focusing D/D efforts sometimes may produce more long lasting and beneficial results. For example, the project will have limited financial and staff resources. Gathering data on the audience's needs for information, level of interest, position in the service-provider structure for preschool handicapped children, or political influence, will help in identifying appropriate and important audiences and in focusing D/D messages.

2. Specify which project components or project products are to be demonstrated or disseminated.

A project may have unique features or products which will be of interest to others or which will be listed in the proposal as a component or product which is to be made available to others. Figure 1, a planning guide developed by Trohanis (1978), provides a framework for matching activities and the information needs of target audiences. It is also a format for documenting D/D plans and activities.

3. Describe demonstration/dissemination activities.

The information derived from monitoring these activities is of interest to many audiences, is requested by BEH, and is mandated under the Federal Regulations. Descriptions of activities might contain such information as the intent of the demonstration/dissemination, the target audience(s), the method of D/D, timelines, and staff responsibilities, as described in Figure 1.

FIGURE 1

PLANNING GUIDE FOR ONE MESSAGE
DEMONSTRATION AND DISSEMINATION ACTIVITIES

NAME OF PROJECT _____ ADDRESS _____

MESSAGE	TARGET AUDIENCE	PURPOSE	TIMELINES	METHOD	RESOURCES–RESPONSIBILITIES	EVALUATION
What are you trying to say? e.g. give general information on early childhood education; give general information about your project; give specific information about an aspect of your project (assessment procedures, curriculum approach, parent programs, etc); give accountability information on your project (cost effectiveness data)	Who are you trying to reach? e.g. general public; legislators; town council members; SEA directors and staff; attorneys; parents; school superintendents; principals; mental health directors; teachers; volunteers; supervisors; organizations (UCP, Easter Seal, Epilepsy, etc.); jr./sr. high school students, aides, head start/day care workers or others?	What do you expect the target audience to do as a result of the message? e.g. exhibit a change in their knowledge or list of information; exhibit a change in their attitude; exhibit a change in their skills; promote change in legislation (nat'l, state, local); establish, expand or maintain services or others	When does the target audience have to be informed?	How will you deliver your message to the target audience? A. Non-Print _____Slide-tape _____Package _____Motion Film _____Display _____Filmstrip _____TV/Radio Program _____Videotape _____Other B. Print _____News Releases _____Brochures _____Manuals _____Books _____Fact Sheet _____Outdoor Ad _____Other C. Personal Contact _____Consultation _____Lobbying _____Speaker Bureau _____Advisory Board _____Other D. Training _____Workshops _____Other E. Demonstrations	Who or what can help you? Coordinator _____ Staff Person _____ Task _____ Staff Person _____ Task _____ Staff Person _____ Task _____ Resources Available AV Equip. Available _____ Printers _____ Other _____ CONSTRAINTS What can hinder you in the delivery of the message? ADVISORY BOARD USES	How do you plan to evaluate the effectiveness of the delivery of your message to the target audience? Ongoing product/process evaluation _____ *Documentation _____ Satisfaction (optional) _____ Impact (optional) _____ *minimal _____ Replication Features

It also is important to document the extent of dissemination activities and the number of outside persons or groups to whom demonstration activities are provided. Sheehan (1978) has provided some ideas for gathering this type of information.

> For many activities you should be able to gather information pertaining to the audience reached by your activities. You can record this information at workshops and training classes by securing advance registration information, by using a sign-in book at the door, or passing around a sign-up sheet. You can count the number of persons in the audience. For any periodic information such as manuals or instruments which are sent out on request, you can file the requests and summarize them monthly. A telephone log of phone conversations which are informational in nature is helpful. For printed materials which are sent out unsolicited, you may keep track of the mailing list. You may even want to ask the recipients of print materials to send you a reaction card with information about themselves, and opinions about your products.

These kinds of information can then be summarized for reporting purposes using a format such as the one presented in Figure 2.

4. Document the extent to which the goals and objectives of the D/D component were attained.

   (See Chapter 2.)

Reactions

5. Document the reactions of D/D audiences as appropriate for specific activities.

Activities conducted under the D/D component may range from demonstration training sessions to broad dissemination in newspaper articles. The two forms on the following pages (Figures 3 & 4) were developed by the Portage Project to obtain feedback on their demonstration presentations. Again, these may be adapted to meet the needs of individual projects. Additional information could be gathered using the form

FIGURE 2
SUMMARIZING DEMONSTRATION AND
DISSEMINATION INFORMATION

A. Dissemination Activities

Describe your dissemination of project information. The following categories describe various means by which project information can be disseminated. Respond to those that appropriately describe dissemination activities of your project.

1. Workshops/Conferences

Indicate the number of workshops/conferences that project staff participated in, or provided, for the purpose of dissemination of project information. Specify numbers in terms of whether the workshops/conferences are conducted on a national, regional, statewide, or local level.

	Number of			
	national	regional	statewide	local
a. Workshops/conferences/ symposia in which HCEEP will participate	☐☐☐	☐☐☐	☐☐☐	☐☐☐
b. Workshops/conferences/ symposia to be provided by HCEEP staff	☐☐☐	☐☐☐	☐☐☐	☐☐☐

2. General Descriptive Materials

Describe below the types of written and/or audio-visual materials that will be used for dissemination purposes. For each category listed, indicate the number of different items developed for dissemination to date.

	Number of Different Items Developed To Date
a. Pamphlets, newsletters, other written materials	☐☐
b. TV, radio, newspaper spots	☐☐
c. Journal articles	☐☐

3. Project Materials Packaged for Dissemination

Describe any packaged educational materials (products) which have been developed by your project for dissemination. For each category of materials that applies specify the following:

FIGURE 2 (CONTINUED)

Materials	Different Items Developed To Date	# of Items Disseminated To Date
Guides, e.g., curriculum guides, administrative, etc.	☐☐☐	☐☐☐☐
Diagnostic or screening instruments/procedures	☐☐☐	☐☐☐☐
Assessment procedures	☐☐☐	☐☐☐☐
Curricular materials	☐☐☐	☐☐☐☐
Other, specify _____	☐☐☐	☐☐☐☐

4. Project Visitation

Indicate the number of visits made to your project.

	# in Previous Year
Number in-state visitors	☐☐☐☐
Number out-of-state visitors	☐☐☐☐

5. FTE Staff

Specify the FTE staff which will be devoted to the dissemination activities described in 1, 2, 3, and 4 above during this funding year.

	FTE Project Staff
Workshops/Conferences	☐☐☐☐
General Description Materials	☐☐☐☐
Project Materials Packaged for Dissemination	☐☐☐☐
Project Visitation	☐☐☐☐

B. Services to Other Groups

In the section below, describe the services that you provided to persons, groups, or programs outside the project.

FIGURE 2 (CONTINUED)

1. Types of Services

Indicate any formal training activities, technical assistance and/or consulting services which you provided to persons outside of the project. For each category of activity or service that you provided, specify the following: A) the total number of activities (i.e., number of training sessions, etc.); B) the number of different groups or programs to which services were provided; C) the number of services/activities that were conducted at the project site (HCEEP project) of the total number provided; and D) FTE staff of your project which provided these services.

Type	A Total Number Conducted	B No. of Groups Served	C Number Conducted On Site	D FTE Project Staff
Formal training sessions, i.e., formal inservice and preservice workshops, seminars, etc.				
Technical assistance				
Consulting services				
Other, specify _____				

2. Target Group Served

Describe the types of programs/groups to which project services described above were provided. For each type of service and target group listed, specify both the number of programs/groups and the total number of persons (e.g., staff) who received the services.

	Type of Service					
	Formal Training		Technical Assistance		Consulting	
	# Programs	# Programs	# Programs	# Programs	# Programs	# Programs
Other BEH programs						
Other pre-school programs for the handicapped						
Other pre-school programs for the non-handicapped						
Public School programs						
University/college students						

FIGURE 3
PORTAGE PROJECT
PARTICIPANTS EVALUATION FORM

These questions are designed to give the Portage Staff feedback as to the adequacy of this presentation. Your assistance in completing this form will help us continue to modify and improve content and method of presentation.

Todays date: _____

Sponsoring Agency: _____

Address: _____

_____

Telephone No.: _____

Length of Presentation or Workshop: _____

Overall, the presentation was:

___ excellent ___ good ___ fair ___ poor

Please answer the following questions using this code:

1 not at all
2 slightly
3 somewhat
4 considerably
5 completely

Do you feel you know how the Portage Model operates?

1 2 3 4 5 Comments: _____

_____

Did the Portage trainer(s) answer your questions sufficiently?

1 2 3 4 5 Comments: _____

_____

Were A.V. aides useful as an instructional tool?

1 2 3 4 5 Comments: _____

_____

Was the format or organization of the presentation or workshop appropriate?

1 2 3 4 5 Comments: _____

_____

Will your program change as a result of this presentation or workshop?

1 2 3 4 5 Comments: _____

_____

_____

FIGURE 3 (CONTINUED)

Do you think the Portage Model is an appropriate delivery system for preschool children?

1 2 3 4 5 Comments: _____

_____

Please complete the following using this code:

1 strongly disagree
2 disagree
3 agree
4 strongly agree

The Portage trainer(s) demonstrated a thorough knowledge and understanding of the subject(s) discussed.

1 2 3 4 5 Comments: _____

_____

Methods employed during the presentation were appropriate for achieving increased knowledge.

1 2 3 4 5 Comments: _____

_____

Portage Staff was successful in communicating the concepts in a clear manner which was easily understood.

1 2 3 4 5 Comments: _____

_____

Portage Staff made the presentation interesting and conveyed enthusiasm.

1 2 3 4 5 Comments: _____

_____

You feel prepared to apply what you have learned during the workshop.

1 2 3 4 5 Comments: _____

_____

FIGURE 3 (CONTINUED)

Please answer the following questions using this code:

1 not at all
2 slightly
3 somewhat
4 considerably
5 completely

Do you think the Model will work for you in your program at your agency?

1 2 3 4 5 Comments: _____

_____

Do you anticipate major difficulties in program implementation?

1 2 3 4 5 Comments: _____

_____

What did you like best about the training?

Comments: _____

_____

If you were going through the training again, what would you like to see changed?

Comments: _____

_____

Additional comments:

FIGURE 4
FOLLOW-UP QUESTIONNAIRE
FOR PORTAGE WORKSHOP PARTICIPANTS

We would appreciate feedback from you, via this questionnaire, regarding the effect of the on-site Portage Workshop that you attended.

We ask that you give some thought and time to completing the questions that are appropriate to you and your program. Through your help, we can provide more effective training to implement programs for preschool handicapped children and their families.

Name _____
Position _____
Agency _____
Address _____
_____
Phone _____

1. Please circle type of program provided: Day Care, Head Start, Public School, Other _____.
2. Please circle service delivery system: Home Based, Classroom, Combination.
3. To what extent did the Portage training effect your program, how has it changed?
4. How many children are being served in a home based program? _____.
5. How frequent are the home visits? _____.
7. Did the training change your teaching techniques? If so, please describe these changes.
8. What Portage materials are you using now that you were not using before, if any?
9. Did the workshop change your involvement with parents? If so, please describe.
10. Having had a chance to practice what was taught at the workshop, what would you like to see added, changed and/or deleted from the sessions?
11. Would you like to return to Portage for a 1 or 2 day follow-up session?

If you have problems, questions, etc., related to implementing the model, please state them here and we will try to respond.

Your assistance in completing this form will help us provide better training.

Thank You!

developed by TADS (Figure 5) to assess areas such as quality of service, usefulness, timeliness, and general satisfaction. For dissemination activities, it often is possible to obtain reactions from the audience. Figure 6 presents a sample reader reaction card which has been used by TADS to obtain feedback on its newsletter.

Change

6. Document change in knowledge or action of D/D audiences as appropriate for specific activities.

There are many occasions in the life of a project where intensive activities are conducted with a specific intended impact. Demonstration activities, for example, may be conducted with the stated intent of having the audience adopt all or part of the project procedures. When this is the case, documentation of action may be in the form of a letter from the audience stating the adoption of the procedures. If the intended impact is to have the audience gain new knowledge and/or skills through staff development or training activities, it may be possible to administer a brief pre- and posttest to gain an estimate of the effects of the training.

7. Document the number of replication sites and the number of children served at each site as a result of D/D activities.

One final goal of an HCEEP project is replication of all or part of project activities. Documentation of the result of this effort can be accomplished through letters or periodic reports from cooperating agencies. Reports of on-site visits by project personnel or external consultants can also provide necessary information in this area.

FIGURE 5
EVALUATION OF TECHNICAL ASSISTANCE ACTIVITY

INSTRUCTIONS: Please rate the following items regarding the technical assistance you received by circling your response. IF YOU RATE ANY OF THE ITEMS "1" OR "2", PLEASE EXPLAIN WHY IN THE COMMENT SECTION. Other comments are also welcomed.

*Indicates explanation needed

TADS Use Only

PT _____

TAA # _____

DofTAA _____

DofRF _____

SPCF _____

1. The degree to which the activity met your project's need.

Very Well — Met It Adequately — Did Not Meet The Need

5 — 4 — 3 — 2* — 1*

COMMENT _____

2. The usefulness of the activity to your project.

Not Useful — Of Some Use — Very Useful

1* — 2* — 3 — 4 — 5

COMMENT _____

3. The quality of the technical assistance you received.

Excellent — Satisfactory — Poor

5 — 4 — 3 — 2* — 1*

COMMENT _____

4. The timeliness of the technical assistance delivery.

Too Late/ Early to Be Useful — Satisfactory — Excellent Timing

1* — 2* — 3 — 4 — 5

COMMENT _____

5. The ease of acquiring this service from TADS.

Very Easy — Satisfactory — Very Difficult

5 — 4 — 3 — 2* — 1*

COMMENT _____

6. Your general satisfaction with this technical assistance activity.

Not at all Satisfied — Satisfied — Very Satisfied

1* — 2* — 3 — 4 — 5

COMMENT _____

Thank You.

FIGURE 6
EVALUATION SURVEY
TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Please indicate your affiliation:

___ Demonstration Project
___ Outreach Project
___ State Implementation Grant
___ Other : _____

EMPHASIS is almost a year old, and we need your comments so that we can improve our newsletter. Please fill out this card and return it to TADS by September 30, 1978. Circle the answer which best fits your opinion.

1. Do you read EMPHASIS? Yes No If no, why not? _____

2. How useful to you are our columns?

	Not Useful	Of Some Use	Very Useful
Dates of EMPHASIS	1	2	3
Outreach	1	2	3
Project News	1	2	3
State News	1	2	3
BEH Perspectives	1	2	3
Media & Materials	1	2	3
Research Notes	1	2	3
TADS Newsline	1	2	3

3. What kind of topical information is most useful to you, e.g., program administration hints, curriculum ideas, etc?

4. Do you circulate EMPHASIS among staff members? Yes No

5. Has the information presented in EMPHASIS caused you to contact agencies or projects for further information or products? Yes No

6. What is your general satisfaction with EMPHASIS?

Not at all Satisfied		Satisfied		Very Satisfied
1	2	3	4	5

GUIDELINES FOR DOCUMENTING

DEMONSTRATION & DISSEMINATION ACTIVITIES

Rationale *

The funding regulations for HCEEP projects provide the rationale for project demonstration and dissemination activities. The primary purpose of each project is to develop a demonstration program and to disseminate "exemplary aspects" of the project.

Description

1. Specify the target audiences for each D/D activity.
2. Specify which project components or project products are to be demonstrated or disseminated.
3. Describe demonstration/dissemination activities.
4. Document the extent to which the goals and objectives of the D/D component were attained.

Reactions *

5. Document the reactions of D/D audiences as appropriate for specific activities.

Change *

6. Document change in knowledge or action of D/D audiences as appropriate for specific activities.
7. Document the number of replication sites and the number of children served in each site as a result of D/D activities.

*Should be documented if contained in the specific goals or objectives of a project.

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Figures

1. Trohanis, P.L. TADS, 1978.

2. Adapted from: Battelle Institute. Final Report on Evaluation of H.C.E.E.P. Columbus, 1976.

3. Developed by the Portage, Wisconsin, Outreach Project and reproduced in TADS Evaluation Manual - Field Test Edition.

4. Same as 3 above.

5. TADS, 1978.